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ABSTRACT

This facilitator training guide, part of a series of 18 components, describes the needs assessment process as an essential feature of successful rural career guidance program planning. It is designed to provide participants with the skills necessary to conduct a local needs assessment and to identify student needs for career guidance programming. Contents are based on the handbook entitled "Career Development Needs Assessment." After a short introduction to the module, the steps involved in conducting a needs assessment are presented: stating goals, ranking goals, stating subgoals, ranking subgoals, measuring student performance, comparing achievement with desired performance, and ranking needs. Facilitator directions for conducting a laboratory session to provide participants with concrete experience in all phases of the needs assessment process are detailed. Participant materials included in the module are a planning committee assessment checklist, sample general goal valuation questionnaire, sample subgoal valuation questionnaire, sample student career development performance questionnaire, priorities questionnaire, and module-specific evaluation questionnaire. (NEC)

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MODULE THREE

Research and Development Series No. 149D

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE III: NEEDS ASSESSMENT

U.S. DEPARTMENT OF EDUCATION
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Cooperative Rural Career Guidance System

RC016395

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- Generating knowledge through research
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- Evaluating individual program needs and outcomes
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Research and Development Series No. 149D

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE III: NEEDS ASSESSMENT

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Needs Assessment," describes the needs assessment process as an essential feature of successful program planning. A step-by-step procedure with several viable working tools for carrying out the assessment is presented. Used with the other modules in the *Guide*, it should prove a valuable asset in staff development for effective program planning and implementation.

Robert E. Taylor
Executive Director
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in Vocational Education

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MODULE III: NEEDS ASSESSMENT

Module Overview

Instructional Time

Approximately 2 hours

Module Description

This module presents needs assessment as a valuable working tool in the program planning process. It is designed to provide participants with the skills necessary to conduct a local needs assessment. This procedure is designed to identify student needs for career guidance programming. Contents of this module are based on the handbook entitled *Career Development Needs Assessment.*

Clear cut steps for conducting a local needs assessment are presented after a short module introduction. A laboratory session run by the facilitator provides participants with concrete experience in all phases of the needs assessment process.

Goals and Objectives

Participants will:

Goal 1 Identify the current status of career guidance program development in the district.

Objective 1.1 Complete the planning committee assessment checklist.

Objective 1.2 Identify major areas of need for career guidance program development.

Goal 2 Develop understandings and skills necessary for conducting a local needs assessment.

Objective 2.1 Gain understandings of needs assessment procedures.

Objective 2.2 Complete parts of a sample district needs assessment procedure.

Agenda

10 min.	Introduction	Large Group Presentation	
10 min.	The Need for More In-depth Planning—Rationale for Needs Assessment	Large Group	III-5
15 min.	Planning Committee Involvement in Needs Assessment	Large Group, Small Group and Pair Activity	III-7

15 min.	Assessing Student Needs—General Framework and the Seven-Step Process	Large Group	III-9
60 min.	Needs Assessment Laboratory	Small Group Lab Work in Large Group Setting	III-15
10 min.	Module Summary	Large Group	III-23

Module Evaluation

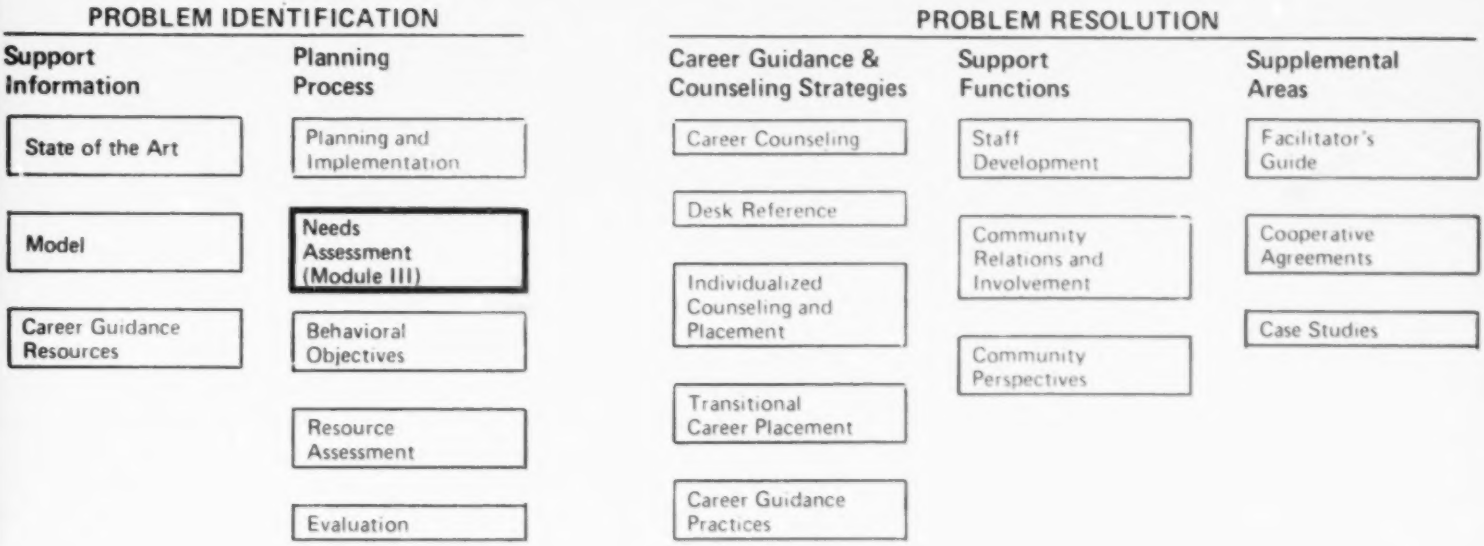
A brief test could be administered to determine participants' understanding of the needs assessment process. In the test, participants would be asked to complete the tabulation procedures for a needs assessment using simulated data. A sample test is included as Attachment VI in Appendix A.

In addition to the above consideration a short module-specific questionnaire has been included in the participant handouts section of the module. If the module is used independently of others this questionnaire will provide valuable information regarding the effectiveness of the module. If the module is part of an extended (multiple-day) workshop the use of the overall workshop questionnaire (see Appendix A) is recommended instead of the module-specific questionnaire.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The above chart depicts the problem identification and problem resolution phases of the *Rural America Series*. In this module the *Career Development Needs Assessment* handbook is highlighted. This handbook describes the general process for conducting a local needs assessment which is the first major step of program planning.

ACTIVITY TITLE:

The Need for More In-Depth Planning–
Rationale for Needs Assessment

DURATION:

10 minutes

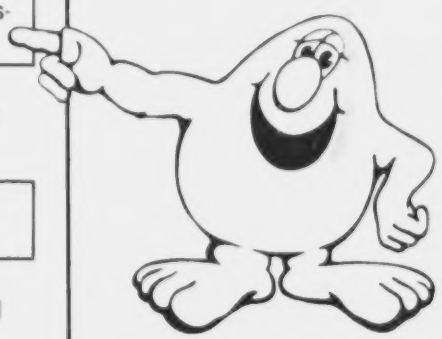
FACILITATOR OUTLINE	NOTES
A. Overview of the Planning Area	
1. Planning for career guidance programs	
• Explain that the physical presence of participants at the workshop is an indication of a *felt* need for developing, expanding or improving career guidance in their schools.	
B. Focusing More Specifically on Planning for Career Guidance	
1. A much closer, more detailed analysis of need is required before resources (personnel, facilities, time, money, etc.) are expended. Planning helps to make certain that your expenditures have maximum impact.	
2. Need to study the problem more and identify key areas of need for a comprehensive career guidance program.	
C. Needs Assessment and the *Rural America Series*	
Show the transparency, "Rural America Series," p. III-39.	
1. Describe needs assessment as a further extension of the planning process.	
2. Explain how needs assessment relates to other program aspects depicted.	
• Needs assessment is the program process which identifies the problem more carefully.	
• It provides a base of local data from which the program is further developed.	
• It occurs before developing objectives.	

ACTIVITY TITLE:

Planning Committee Involvement in Needs Assessment

DURATION:

15 minutes

FACILITATOR OUTLINE	NOTES
A. Involvement of a Representative Districtwide Committee in the Needs Assessment	pp. 5-6, *Needs Assessment*
1. An overall planning committee can assume responsibility for the needs assessment.	
2. A working subcommittee can conduct the needs assessment.	
• Note, however, the importance of ongoing communication with the overall planning committee if this option is selected.	
3. The needs assessment committee first should start by determining where the district is in terms of career guidance. The idea is to take stock of your current status.	
• What are some areas that will likely require initial concentration?	
Have participants (working individually or in pairs) complete as much of the Handout entitled "Planning Committee Assessment Checklist" as they are able to complete, p. III-26.	
• Discuss the outcomes of this activity which help to identify general program needs.	
Ask for a show of hands per several of the questions (e.g., 1, 2, 6, 8, 15) and briefly enter into a dialog on the results.	
– For example, staff development may be revealed as a general program weakness. – Indicate that the questionnaire while pointing out many needs does not really focus on student needs.	*The handout is also in the Planning and Implementation Handbook on pages 37-39.*

ACTIVITY TITLE: Assessing Student Needs

DURATION: 15 minutes

FACILITATOR OUTLINE	NOTES

A. General Framework

1. Explain that up to this point we have been discussing, in general terms, the status of the *current* career guidance program.

2. Conducting a needs assessment (identifying student needs)--Why is it important?

   - Provides direction for further planning.
   - Builds local data base of information.
   - Enables program planners to be responsive to local conditions.

3. What is the general model or underlying principle involved?

   - Discrepancy analysis according to the following diagram.

Use chalkboard to illustrate

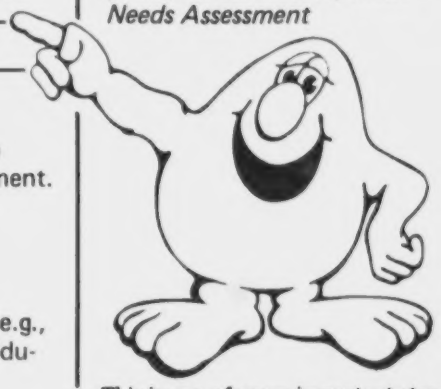
What should be (Goals)	–	What is (Achievement)	=	Discrepancy (Need)

B. Steps in Needs Assessment

1. STEP 1–State or define your goals (what should be).

p. 10, *Career Development Needs Assessment*

List steps on board as you go along.



This is one of seven important steps.

   - Develop your own set of goals.
     – Considerable time and effort may be needed to review the literature relating to career development.
     – This may be too time consuming for the rural school.

   - Adopt goals that have been developed by others
     – Goals are often found in state or local models (e.g., Michigan's Performance Indicators, Delaware Educational Accountability System Goals).

FACILITATOR OUTLINE	NOTES
• Use *Rural America Series* goals. – The 26 goals represent a synthesis of ideas based on approximately 200 documents that were reviewed.	pp. 12-17
2. STEP 2–General goal valuation	p. 10
• Important to find out which goals are considered more important.	
Show the transparency entitled, "General Goal Valuation Questionnaire," p. III-40.	
• A representative sample of the community (an extension of the committee responsible for needs assessment) is asked to rate each goal. Keep the sample small but representative. – Rating can be accomplished by using a scale–often 1-5. – Committee members should provide input, however, it is best to select a small sample of other people to respond to the questionnaire.	
• The goals are then ranked in order of highest to lowest importance across all the responses. – Note that in many cases it is possible to arrange with a math teacher to have his/her class do necessary tabulations as a classroom activity.	
• If for example, most respondents rate a goal as not important, the committee might want to drop that goal from further immediate consideration. Note: The goal is still important for a career guidance program but does not have high priority in terms of the perceptions of this particular community.	
Tell participants that the steps you are outlining for them will be made much clearer because they soon will have an opportunity to practice them.	
3. STEP 3–State/define subgoals only for the important goals as determined in Step 2 above.	p. 12
• It is important that subgoals more precisely define the intent of the goal.	
• Develop own subgoals.	

FACILITATOR OUTLINE	NOTES
• Adopt subgoals from existing set of subgoals. • Use *Rural America Series* subgoals.	
Show the transparency "Goals and Subgoals," p. III-41.	
– Mention Bloom's taxonomy, i.e., *Taxonomy of Educational Objectives: The Classification of Educational Goals.* David McKay Co. (1956). – For needs assessment purposes, three levels of learning were addressed in subgoals * Knowledge * Comprehension * Application	pp. 12-17
4. STEP 4–Subgoal Valuation • Have the same individuals as in Step 2 rate each subgoal. • Rank subgoals in terms of importance to the community. • Emphasize that you are repeating the same process as described earlier but now for statements of subgoals. • It may be helpful to note that general goal valuation started with 26 goals and perhaps 8-10 were selected as being important or of high priority at this time. In subgoal valuation we are selecting or identifying subgoals of importance for each of the 8-10 goals.	p. 17
5. STEP 5–Measure Student Achievement on Subgoals. • Identifying appropriate instrument to assess student achievement. – Use of existing instruments (e.g., Career Maturity Inventory–developed by John Crites–and Texas Career Education Measurement Series, Texas Education Agency, Austin, Texas). – Samples provided in *Career Development Needs Assessment.* Note that the handbook has an instrument for 78 subgoals appropriate for middle school, junior high, and early senior high students. Also, suggested modifications for elementary students are provided. Remember in measuring student achievement only test for the subgoals identified as important–not all 78 subgoals. – Use of alternative or supplemental techniques (e.g., structured interviews, observations, or indirect performance measures such as school records).	p. 19 p. 19

FACILITATOR OUTLINE	NOTES
• Student sampling procedures for needs assessment—What are the options? – All students participate in the study. (This approach may be impractical in terms of time and expense.) – Best guess—specific classrooms (based on judgment) represent the larger student population in a specific school or age range; for example, all English or Social Studies classes. – Random sampling (may be harder to administer tests to individual students than to an entire class).	p. 21
• Administering test to students – Stress to the students the importance of the information being collected. – Testing in regular classroom settings is ideal. – Use separate answer sheets so the instruments can be used again. – Student responses should be kept anonymous.	
• Data Tabulation – Tally of correct and incorrect responses should be constructed by item. – Students can be asked to do the tabulation as part of regular classroom activities. (This could easily be incorporated into a social studies or mathematics class.)	
• Analyzing Data – Construct a needs chart from the tabulation sheet. – A histogram (bar chart) can be constructed which visually displays greatest needs.	p. 61, p. 66
6. STEP 6—Compare current student achievement with what should be (subgoals) to determine discrepancies.	p. 26
7. STEP 7—Establish priorities based upon the discrepancies.	p. 28
• Local judgments must be made concerning the number of needs to work with in establishing program goals and objectives. – How many student needs can be realistically evolved into program goals? – How many student needs can be realistically met? – What will the community support? – What has the highest potential payoff? – Where should resources be invested? – How much time will be required for program development? implementation?	

FACILITATOR OUTLINE	NOTES
Reiterate that the needs assessment process involves seven steps. List them on the chalkboard. 1. Define goals 2. Goal valuation 3. State subgoals 4. Subgoal valuation 5. Measure student achievement 6. Determine discrepancies 7. Rank (prioritize) needs	

ACTIVITY TITLE:

Needs Assessment Laboratory

DURATION:

60 minutes

FACILITATOR OUTLINE	NOTES

Note: An option for conducting the needs assessment laboratory is included at the conclusion of this activity.

> Assign small subgroups to play the role of students, administrators, community members, parents, or employers.
>
> OR
>
> If the group size is larger than 30, have everybody role play students and simply supply the data for other groups that should be sampled in the needs assessment procedure.

A. Stating Goals (Step 1)

1. Explain that in this lab, *Rural America Series* goals will be the standard or the "what should be."

2. For purposes of the lab we will be working only with a subset of the goals.

   - Another possibility here would be to find existing statements of goals (e.g., Delaware Educational Accountability System, Career Education for the State of Ohio) and review them with the participants. Ask about agreement or disagreement with goals.

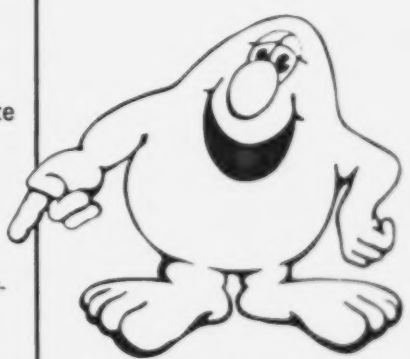
B. General Goal Valuation (Step 2)

1. Have participants rate each general goal using the following type of scale.

1	2	3	4	5
Not at all important		Of some importance		Very Important

> Refer participants to the handout entitled "General Goal Valuation Questionnaire," p. III-

2. Suggest that participants respond to the questionnaire as though they were actually a member of the group to which they were assigned.



I think I'll look over this section and all forms and transparencies before I work with workshop participants.

All instruments used herein are samples of those found in exhibits in the back of the *Career Development Needs Assessment* handbook.

FACILITATOR OUTLINE	NOTES

3. Have participants sum the ratings for their small group for each goal.

   - Sum of ratings is the total of the scores for each item across each group (parents, students, etc.).

Show the transparency "Sum of Ratings," p. III-42 and record participants' sum of ratings using a transparency marking pencil.

4. Have participants calculate the mean for each goal by dividing the sum of ratings by the number of people responding for each goal.

Show the transparency entitled "Means from General Goal Questionnaire," p. III-43 and record the means on the transparency.

5. If the group is small (30 or less), involve the group in a discussion of how the responses of different groups could be differentially weighted.

   - A decision has to be made about whether each group should be considered equally or if some groups should have more weight than others.

   - Group weight would be 1 if the opinion of all groups are to be considered equal. If not, use whole numbers (2, 3, etc.) to differentially weight the opinions of the groups.

Write the groups on the chalkboard and have participants decide what weight each group should have.

- Students
- Parents
- Administrators
- School staff
- Employers
- Community members

If the group is large, simply explain the weighting process.

   - Explain that the mean times the group weight is equal to the average importance weight. If one group's means are multiplied by a 2 weight and the others by a 1 weight, then their perceptions are considered more important than the opinions of other groups.

FACILITATOR OUTLINE	NOTES

Show the transparency "Goal Ratings Table," p. III-44 and have participants report their average importance score weight for their population for each goal and record it on the transparency.

Keep transparency on and calculate the goal value by summing the (average importance score weights) products across all populations and record on same transparency.

(This is illustrated by the one line of the goal ratings table shown below.)

	GOAL	STUDENTS	ADMINIS-TRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
Mean	1	3	4	3.5	4	2.8	3.8
Weight		2	1	1	1	1	1
Product (Average Importance Weight)		6	4	3.5	4	2.8	3.8
Sum of Products = Goal Value	24.1						

Show the transparency "List of Ranked Values for Goals," p. III-45 and record the highest ranking goal in rank 1, next highest in rank 2, etc.

(This is illustrated below.)

RANK	GOAL NO.	VALUE
1	1	24.1
2	6	23.8

6. Stress the usefulness of this completed goal valuation process.

   - Provides a list of priorities.
   - Helps define focus of career guidance program.

FACILITATOR OUTLINE	NOTES
• Represents perceptions of all segments of the school and general community that the school serves. • By using mean values, the number of people in a group is not a factor in the ranking process. **C. Stating Subgoal (Step 3)** 1. Explain that the general goals do not go far enough. • Meaning of goals must be made clearer. • Subgoals help do this. 2. Subgoals have been developed for all the goals in the *Rural America Series.*	p. 12
D. Valuing Subgoals (Step 4) Refer participants to the handout "Subgoal Valuation Questionnaire," p. III-30. 1. Explain that exactly the same procedures are followed in subgoal valuation as were used with the general goal valuation. If time permits, have participants rate and rank a small set of subgoals. 2. After the subgoals are ranked we have a better idea about what aspects of career development are most important to this area based on the perceptions of different populations. This constitutes the "should be" part of needs assessment.	
E. Determining Current States (Step 5) Instruct participants to assume student roles and complete the handout "Student Career Development Performance Questionnaire," p. III-31 (questions 1, 2, and 3). Read off the correct answers using the scoring key below. **SCORING KEY** ITEM 1 (a) n (c) i (e) v (b) v (d) v (f) i	

FACILITATOR OUTLINE	NOTES

ITEM 2
(c) Estimate a group of possible occupations (jobs)

ITEM 3
(b) city planner
(c) marine biologist
(e) forest ranger

ITEM 4
(a) Newspaper Reporter—all skills Used Much
(b) Auto Mechanics—reading Used Much, writing Used Little, speaking Used Some, listening Used Much

ITEM 5
(b) Difficulty of future activities
(c) Interests
(e) Skills

ITEM 6
(c) A group of jobs

ITEM 7
(d) More than 20,000

ITEM 8
(b) *Dictionary of Occupational Titles*

ITEM 9
(d) *Occupational Outlook Handbook*

ITEM 10
All are correct

Have participants self-score responses. By a show of hands (use subsample if group is very large) see how many participants got correct answers on each item.

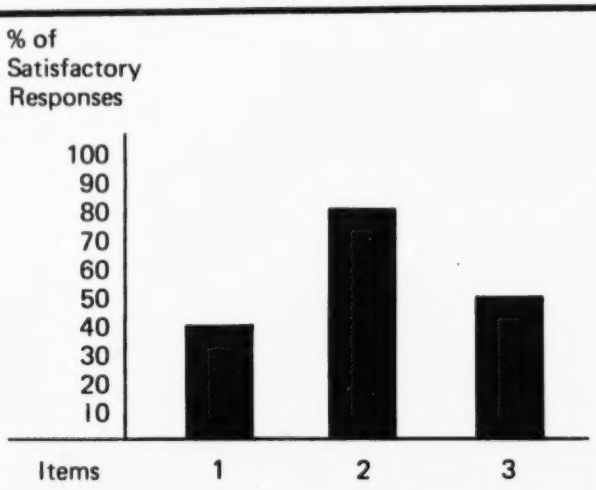
- Suggest that at the local level students can score and tabulate questionnaires.
- Stress that the questionnaire contains many ideas for developing local instrumentation. A complete answer key is not available. Also note that there are alternative ways to score the questionnaire, e.g., 5 out of 6 correct responses to question one would be considered sufficient for a correct response.

F. Comparing Achievement to Desired Status (Step 6)

1. Calculate the percent of participants who correctly answered each item.

Show the transparency "Achievement Chart," p. III-46 and show how a bar graph is constructed.

(An example is provided on the following page.)



Show the transparency "Student Needs Table," p. III-47 and record item numbers in the appropriate location.

G. Determine Priorities Based on Identified Needs (Step 7)

1. Stress the importance of this step.

Refer participants to the handout "Priorities Questionnaire," p. III-

2. Needs should be ranked to help make the following types of decisions.

   - In what areas should the program be built?
   - With limited resources, how can resources *best* be allocated?
   - At what levels should program be developed?

H. Publicize Results

1. After the needs assessment is completed, reporting back to the planning committee and key decision makers is essential.

2. A summary report should be written and distributed to:

   - Parents
   - Teachers
   - Administrators
   - Students
   - Community Members

Got to keep the community informed!

FACILITATOR OUTLINE	NOTES

3. Supply local news media (radio, TV, papers, and professional journals) with information on the career guidance program.

Optional Action Laboratory Activity

Simulated needs assessment data from a fictional school district are prepared. Note that this option places greater demands on the workshop facilitator in terms of advance preparation.

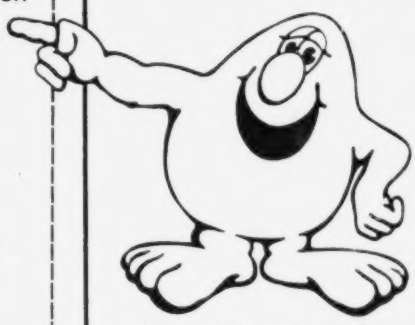
Packet 1 – 10 completed responses to a general goal valuation questionnaire.

Packet 2 – 10 completed responses to a subgoal valuation questionnaire.

Packet 3 – 10 completed responses to student career development performance questionnaire and scoring key.

Participants are asked to complete the necessary data tabulation and prepare forms to present the data. Forms would include:

1. Goal Ratings Table
2. List of Ranked Values for Goals
3. Subgoal Ratings Table
4. List of Ranked Values for Subgoals
5. Achievement Chart
6. Urgency of Needs Table
7. Summary Report



Hm, an interesting option.

ACTIVITY TITLE:

Module Summary

DURATION:

10 minutes

FACILITATOR OUTLINE	NOTES
A. Some Important Odds and Ends of Needs Assessment	
1. Discuss instrument development briefly and some of the possible options.	
• Instrument types – multiple-choice tests – true-false tests – matching tests – open-ended	
• Item difficulty – appropriateness for audience – avoid giveaways – language level – parallel construction of all possible responses	
2. Briefly discuss construction of scoring key	
• Panel of experts (best judgment)	
• Pilot testing of instrument	
3. Explain that with a complete needs assessment, the initial groundwork for program planning has been completed.	
4. Next steps to consider in the program planning process include:	
• defining behavioral objectives	
• defining program objectives	
• assessing resources	
B. Needs Assessment—A Review	
1. Importance of widespread community involvement.	
2. Basic principle of needs assessment	
• Determining the discrepancy between what is and what should be.	

FACILITATOR OUTLINE	NOTES

3. Seven key steps in needs assessment (review them briefly, stressing that the whole procedure was designed with small schools in mind).

   - State goals
   - Rank goals
   - State subgoals
   - Rank subgoals
   - Measure student performance
   - Compare achievement with desired performance
   - Rank needs

4. Stress that program planning does not really proceed well without an adequate needs assessment.

Have participants complete a planning guide for getting the needs assessment process underway. (See Module II of the Facilitator's Guide.)

If the handbook, *Deciding Via Evaluation*, is available, they can refer to the sample planning guide on needs assessment in the appendix.

5. Module Evaluation

LISTING OF PARTICIPANT MATERIALS

Materials	Page(s)
Planning Committee Assessment Checklist	III-26
Sample General Goal Valuation Questionnaire	III-29
Sample Subgoal Valuation Questionnaire	III-30
Sample Student Career Development Performance Questionnaire	III-31
Priorities Questionnaire	III-34
Module-Specific Evaluation Questionnaire (To be used only if this module is used independently)	III-35

PLANNING COMMITTEE ASSESSMENT CHECKLIST

1. Does your school (district) have a comprehensive career guidance and counseling program?

   Yes ☐ No ☐

2. What educational divisions does the program include? (check all that apply)

   K-3 ☐ 10-12 ☐

   4-6 ☐ 13-14 ☐

   7-9 ☐

3. Is there a plan for a comprehensive career guidance program?

   Yes ☐ No ☐

4. Does your program/plan have provisions for developing skills in

	Yes	No
self and interpersonal relations?	☐	☐
career planning and decision making?	☐	☐
life role assumption?	☐	☐

5. Does your program/plan have provisions for special populations?

   Yes ☐ No ☐

6. Are the following persons currently involved in the program? How many?

   Students _____ Teachers _____

   Parents _____ Administrators _____

   Counselors _____ Community Members _____

7. Have teachers and/or counselors in your school (district) had training or experience in career guidance work? List names.

8. Is there a need to do in-service career guidance training for the following?

	Yes	No
Teachers	☐	☐
Counselors	☐	☐
Administrators	☐	☐
Others (Specify)		
_____	☐	☐
_____	☐	☐

9. Are there adequate physical facilities where career guidance activities could take place?

Yes ☐ No ☐

10 What do you feel is needed but not available?

11. What career guidance materials have been previously used?

_____

_____

_____

_____

_____

_____

12. What career guidance activities have you previously used?

_____

_____

_____

_____

_____

_____

13. Is there an appropriate individual in each school to coordinate career guidance activities?

Yes ☐ No ☐

Should there be?

Yes ☐ No ☐

14. What special strategies for career guidance are being used?

Career Day ☐

Career Guidance Resource Center ☐

Field Trips ☐

Placement ☐

Other _____

_____

_____

15. If you were to implement a career guidance program in your school (district), which of the following are likely to be obstacles?

available staff ☐

financial resources ☐

counselor attitudes ☐

teacher attitudes ☐

administrator attitudes ☐

parent attitudes ☐

community attitudes ☐

SAMPLE GENERAL GOAL VALUATION QUESTIONNAIRE

Scale	1	2	3	4	5
	Not at all important		Of some importance		Very important

GOALS	RATING
Students can	
1. Assess the relationship of their interests, attitudes, values, abilities, and achievements to the development and realization of their career goals.	_____
2. Use personal and social goals and values in their decision-making process.	_____
3. Assess their personal skills, aptitudes, and qualifications in selecting and assuming career roles.	_____
4. Appraise the variety, complexity, and availability of occupations in the world of work.	_____
5. Evaluate the relationships of present and anticipated life roles to economic trends found in the community, state and nation.	_____
6. Affirm the potential for expanding life role options as a result of effective decision making.	_____

SAMPLE SUBGOAL VALUATION QUESTIONNAIRE

Scale	1	2	3	4	5
	Not at all important		Of some importance		Very important

SUBGOALS		RATING
1.	The student can identify values and interests.	_____
2.	The student can explain how values and interests influence career goals.	_____
3.	The student applies knowledge of self to career goal setting.	_____
4.	The student can describe personal and social goal awareness as a part of the career decision-making process.	_____
5.	The student can explain how goal setting affects the decision-making process.	_____
6.	The student evaluates career decisions based upon individual values.	_____
7.	The student can describe a number of occupational possibilities.	_____
8.	The student can evaluate occupational information resources.	_____
9.	The student demonstrates skills in investigating specific occupations.	_____

SAMPLE STUDENT CAREER DEVELOPMENT PERFORMANCE QUESTIONNAIRE

Grade _____

Date _____

1. Describe the following list using v for value, i for interest, and n for neither.

   _____(a) left handedness

   _____(b) being independent of others

   _____(c) a hobby

   _____(d) things we believe in

   _____(e) a list of what's most important

   _____(f) enjoying an activity

2. If we know what a person's values and interest are we can

   _____(a) predict what job they should choose.

   _____(b) only guess about their job choice.

   _____(c) predict or list a group of possible occupations (jobs).

   _____(d) none of the above.

3. Which occupations would likely be selected by someone who strongly values protecting the natural environment?

   _____(a) law officer

   _____(b) city planner

   _____(c) marine biologist

   _____(d) auto mechanic

   _____(e) forest ranger

   _____(f) interior decorator

4. Rate the need for the following skills for each occupation:

Occupation	Skill	Used Much	Used Some	Used Little
(a) Newspaper Reporter	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____
(b) Auto Mechanic	Reading	_____	_____	_____
	Writing	_____	_____	_____
	Speaking	_____	_____	_____
	Listening	_____	_____	_____

5. Standardized aptitude tests can best help students determine:

   CHECK ALL CORRECT ANSWERS

   _____(a) Values

   _____(b) Difficulty of future activities

   _____(c) Interests

   _____(d) Personality

   _____(e) Skills

6. Each person, because of abilities and interests, is best suited for:

   _____(a) one job

   _____(b) most jobs

   _____(c) a group of jobs

   _____(d) any job of interest

7. The number of different occupations in the United States is:

   _____(a) Decreasing

   _____(b) About 5,000–10,000

   _____(c) About 10,000–15,000

   _____(d) More than 20,000

8. The best sources of information on general requirements for occupations are:

   CHECK ONE

   _____(a) Classified ads

   _____(b) *Dictionary of Occupational Titles*

   _____(c) Friends and relatives

   _____(d) State employment services

9. The best sources of information on general (national) labor market trends are:

_____(a) U.S. and State Civil Service Commission

_____(b) *Dictionary of Occupational Titles*

_____(c) Classified Newspaper Ads

_____(d) *Occupational Outlook Handbook*

10. When we think of the ways in which we can live our lives, what are some of the choices we have?

CHECK ALL RIGHT ANSWERS

_____(a) Friends

_____(b) Kind of job

_____(c) Changing jobs

_____(d) Unpaid work

_____(e) Community involvement

_____(f) Church involvement

_____(g) To get married or not

_____(h) To have children or not

_____(i) Hobbies and leisure time

_____(j) To work or not

_____(k) Political involvement

PRIORITIES QUESTIONNAIRE

Introduction

Several career guidance needs have been identified at our school following a survey of student achievement of important career guidance goals. We know that some changes should be made in our guidance programs to meet those needs. However, we do not know which of the needs should be met first. If you and others will answer this short questionnaire, we will be able to decide.

Instructions

Use this scale

1	2	3	4	5
Sometimes	Before Too Long	Pretty Soon	As Soon as Possible	Right Now

Example

Need	*Rating*
1. Too many students are unable to list at least five skills they will need for employment.	_____

If you think that this need should be addressed *right now*, you would put a *5* in the blank. If you think that the school should address the need *sometime*, you would put a *1* in the blank. If you think that the school should try to meet the need *pretty soon*, put a *3* in the blank. If *before too long*, put a *2*. If *as soon as possible*, put a *4*.

PRIORITIES QUESTIONNAIRE

Needs	*Rating*
Too few students can	
1.	
2.	
3.	

RURAL AMERICA SERIES

Module Questionnaire: Needs Assessment

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the general process of needs assessment.	
1	2	3	4	Increased understanding of the seven steps in needs assessment.	
1	2	3	4	Increased understanding of the discrepancy model of needs assessment.	
1	2	3	4	Developed skills in conducting a local needs assessment procedure.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most	*Comments*

Liked Least	*Comments*

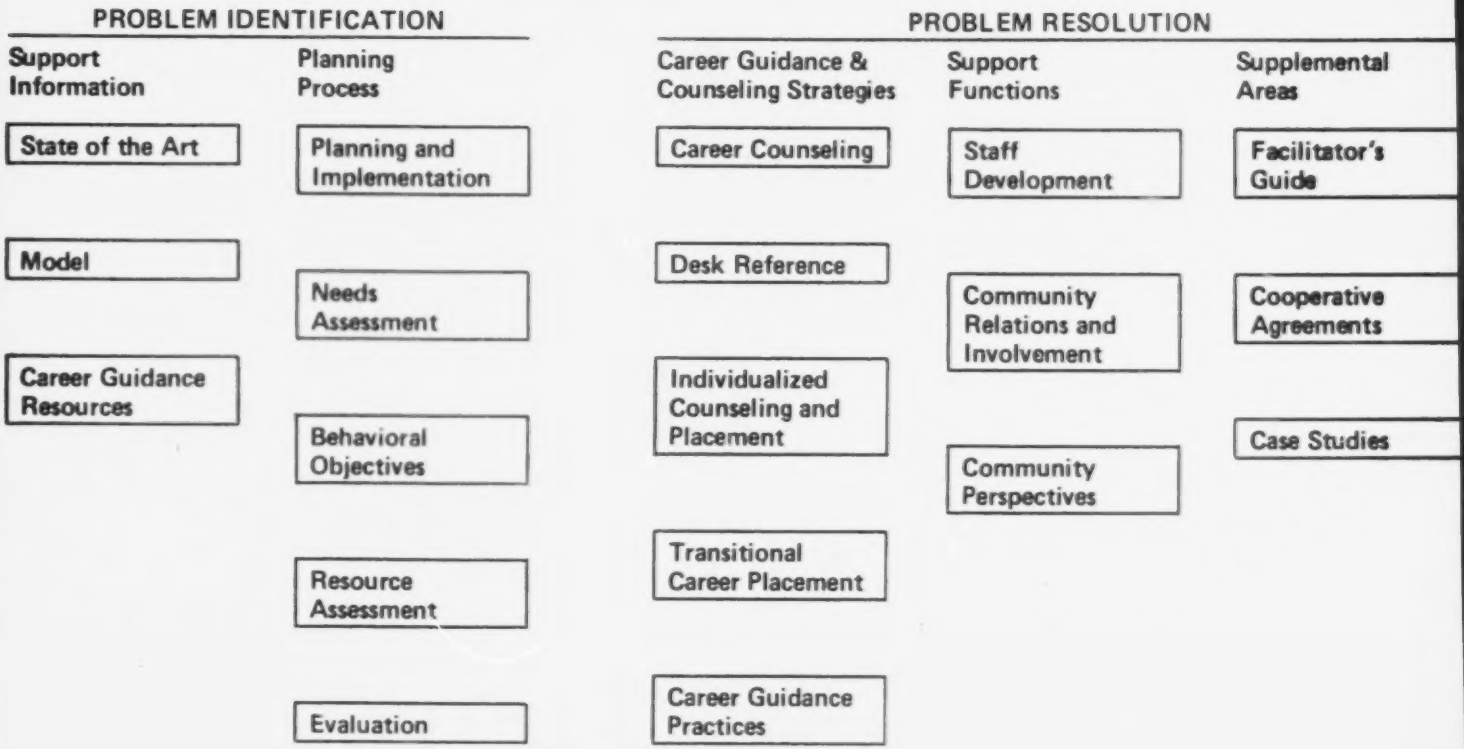
4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The *Rural America Series*	III-39
General Goal Valuation Questionnaire	III-40
Goals and Subgoals	III-41
Sum of Ratings from the General Goal Questionnaire	III-42
Means from the General Goal Questionnaire	III-43
Goal Ratings Table	III-44
List of Ranked Values for Goals	III-45
Achievement Chart	III-46
Students Needs Table	III-47

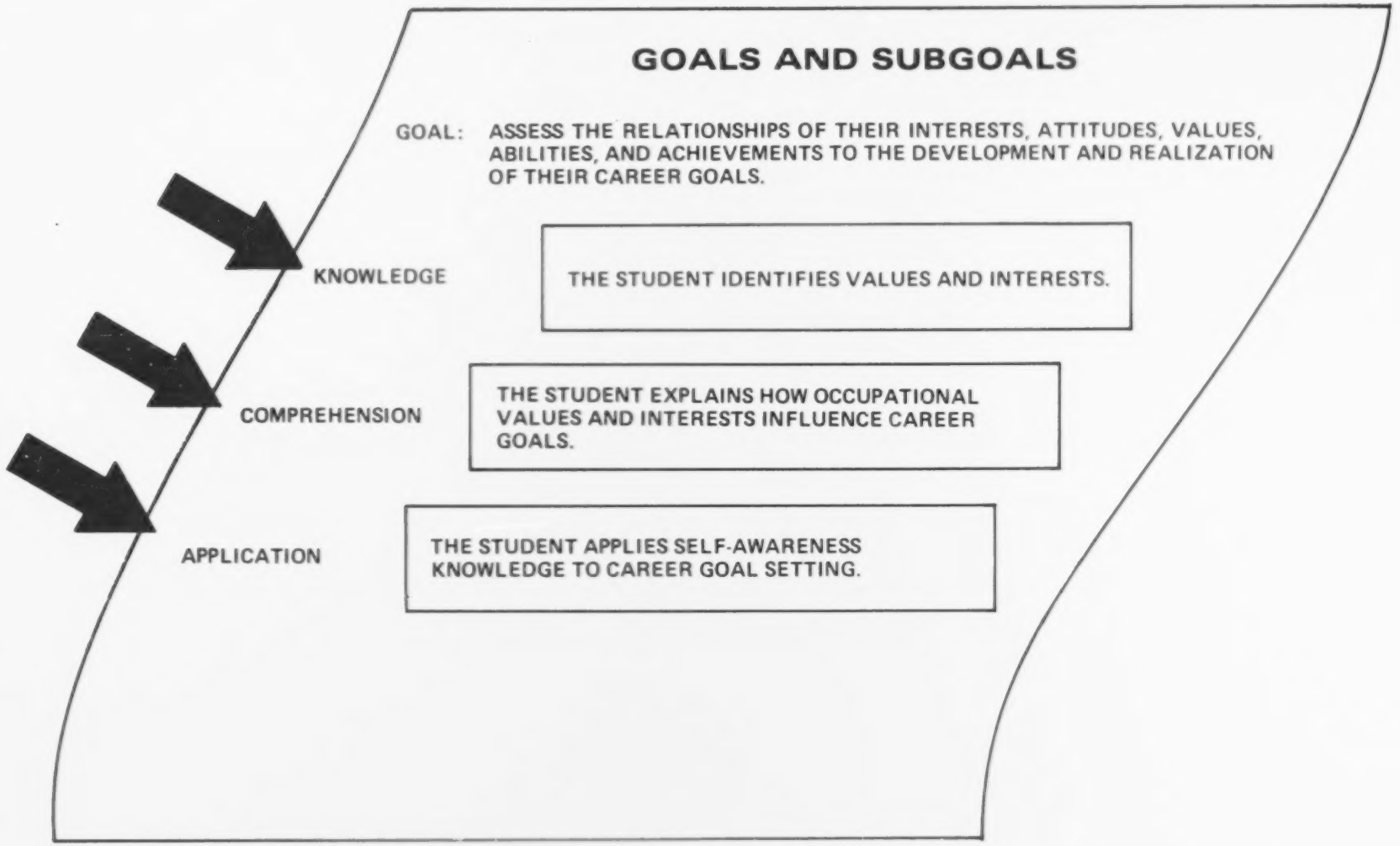
THE RURAL AMERICA SERIES (HANDBOOKS)



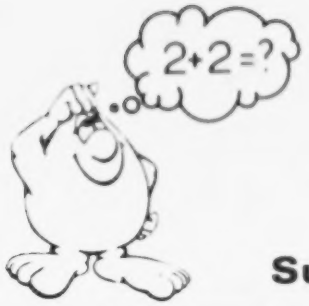
GENERAL GOAL VALUATION QUESTIONNAIRE

STUDENTS CAN ASSESS THE RELATIONSHIP OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.

1	2	3	4	5
NOT AT ALL IMPORTANT		OF SOME IMPORTANCE		VERY IMPORTANT


GOALS AND SUBGOALS
GOAL: ASSESS THE RELATIONSHIPS OF THEIR INTERESTS, ATTITUDES, VALUES, ABILITIES, AND ACHIEVEMENTS TO THE DEVELOPMENT AND REALIZATION OF THEIR CAREER GOALS.
KNOWLEDGE
THE STUDENT IDENTIFIES VALUES AND INTERESTS.
COMPREHENSION
THE STUDENT EXPLAINS HOW OCCUPATIONAL VALUES AND INTERESTS INFLUENCE CAREER GOALS.
APPLICATION
THE STUDENT APPLIES SELF-AWARENESS KNOWLEDGE TO CAREER GOAL SETTING.

III-41

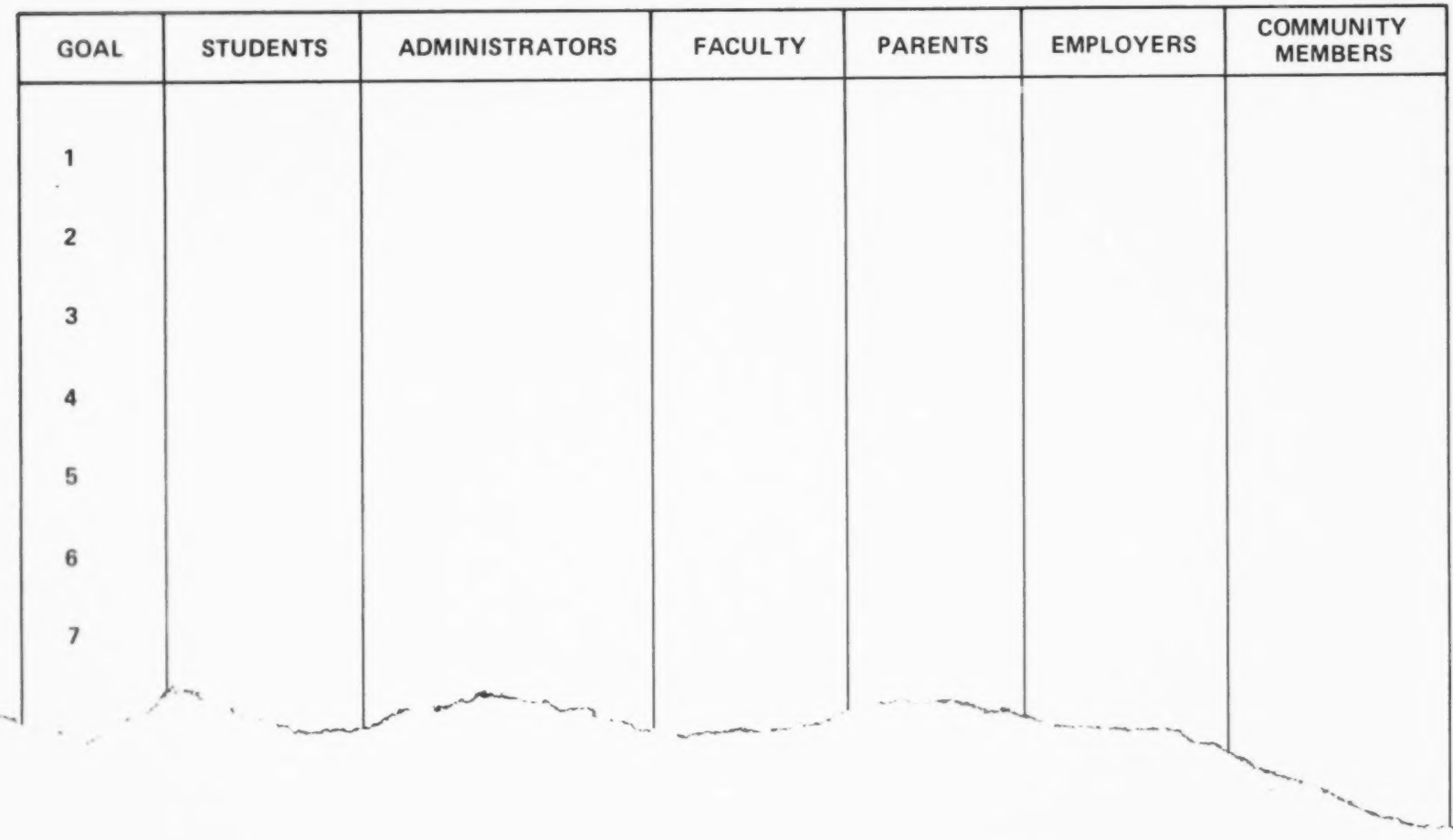


Sum of Ratings from the General Goal Questionnaire

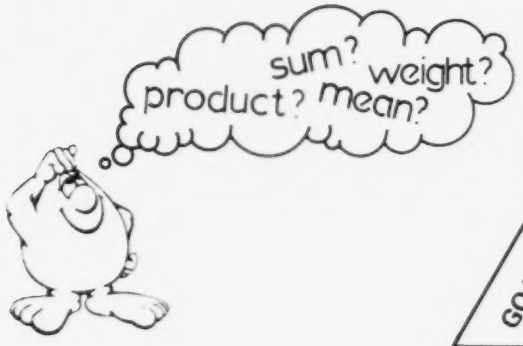
GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
1						
2						
3						
4						
5						
6						
NUMBER OF PEOPLE ANSWERING						

III-42

Means from the General Goals Questionnaire



III-43



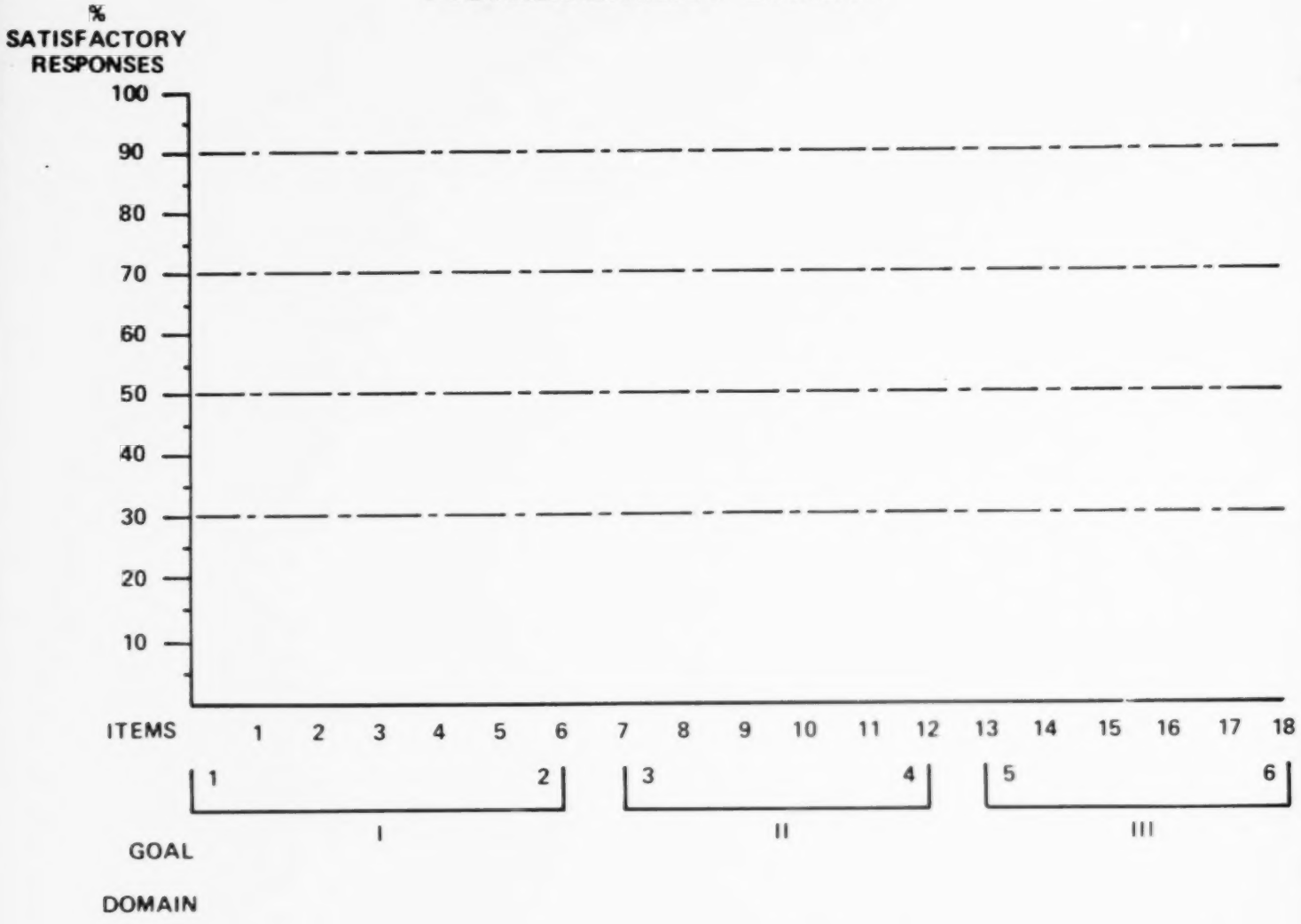
Goal Ratings Table

GOAL	STUDENTS	ADMINISTRATORS	FACULTY	PARENTS	EMPLOYERS	COMMUNITY MEMBERS
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						
MEAN WEIGHT PRODUCT (AVERAGE IMPORTANCE WEIGHT) SUM OF PRODUCTS = GOAL VALUE						

List of Ranked Values for Goals

GENERAL GOALS		
RANK	GOAL NO.	VALUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

ACHIEVEMENT CHART



STUDENT NEEDS TABLE

PERCENT SATISFACTORY RESPONSES	ITEM NUMBERS
BELOW 30	
BETWEEN 30-50	
BETWEEN 50-70	
BETWEEN 70-90	
ABOVE 90	

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

The National Center for Research in Vocational Education
National Center Publications
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655